

Intervention Strategies

A.R.S. 15-701



KATHY HRABLUK
ASSOCIATE SUPERINTENDENT
HIGH ACADEMIC STANDARDS DIVISION
ARIZONA DEPARTMENT OF EDUCATION

A.R.S. 15-701



The intervention and remedial strategies developed by the SBE shall include:

- Pupil is assigned a different teacher for reading instruction
- Summer school reading instruction
- Intensive reading instruction in the next academic year
- Online reading instruction

Remediation Model



- Instruction and intervention must focus on:
 - Phonological awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
 - Writing

Instructional Elements



- Effective early interventions provide training in 4 essential instructional elements:
 - Alphabetic principle
 - Guided and independent reading of progressively more difficult texts
 - Writing exercises
 - Engaging students in practicing comprehension strategies while reading text

3rd Grade Reading Expectations



- Fluency rate of at least 110 words per minute (wpm)
 - Accuracy
 - Prosody
- Grade level comprehension skills
 - Academic vocabulary
 - Articulated understanding

Note: Fluency rates in earlier grades

1st grade – 60 wpm

2nd grade – 90 wpm

Strategies for 3rd Grade Remediation



Core Instruction AND Intervention

- **Core Instruction – Tier 1**
 - Grade level content
 - ELA standards
 - Differentiated instruction in large and small group settings
 - Assist student in reading independently at grade level
 - Assess student 3x per year

Strategies for 3rd Grade Remediation



Intervention – Tier 2

- Skill based (multiple skills)
- Diagnostic assessments and biweekly progress monitoring
- Small group (3-6)
- Students no more than 1 year behind
- 8-10 weeks

Intervention – Tier 3

- Intensive instruction
- Skill based
- Weekly progress monitoring
- Small group (2-3 or 1:1)
- Students 2 or more years behind
- Full school year

Strategies for Intervention Schedules



- Tier 1 – grade level core
 - 90 minutes per day uninterrupted instructionAND
- Tier 2 – supplemental intervention
 - 45-50 minutes per dayOR
- Tier 3 - intensive intervention
 - 60-75 minutes per day

Total Time

- $90 + 45/50 = 135/140$ minutes/day (Tier 1 & 2)
- $90 + 60/75 = 150/165$ minutes/day (Tier 1 & 3)

Remediation Components



1. Assessment

- ✦ Screener
- ✦ Diagnostic
- ✦ Progress monitoring

2. Core instruction

- ✦ 90 minutes uninterrupted
- ✦ Grade level, differentiated

3. Intervention

- ✦ Tier 2 – 45-50 minutes
- ✦ Tier 3 – 60-75 minutes

Options for Remediation



1. Summer school

- a) 4-6 weeks – condensed instructional model
- b) 2-3 hours/day of SBR reading instruction/intervention – Tier 1 and Tier 2 or 3
- c) Comprehensive assessment system
- d) Assess at conclusion to determine grade assignment for following academic year

2. Intensive reading instruction in academic year

- a) Comprehensive assessment system
- b) SBR Core instruction (Tier 1) – 90 minutes/day
- c) SBR Intervention (Tier 2 or 3) – 45-75 minutes/day

Options for Remediation continued



3. Online reading instruction

- a) Scientifically researched based
- b) Skill based – 5 Key elements of reading
 1. Phonological awareness
 2. Phonics
 3. Fluency
 4. Vocabulary
 5. Comprehension
- c) Sequential, systematic, explicit
- d) Instruction, review, expansion/integration/extension
- e) Corrective feedback
- f) Supplemental to teacher instruction
- g) Engaged time will vary by program

Intended Outcomes



- Focus on emergent literacy K-3
- Improve likelihood of success for 3rd graders
- Intentional instruction will close achievement gaps
- Provide additional time for students who need further instruction and practice
- Initial focus on remediation will lead to effective prevention models in K-2
- Arizona students will develop a strong foundation of literacy and be ready for upper grade instruction